



West TN Title I Conference  
Pickwick Landing State Park March 13, 2013  
Debra E. Owens, Executive Director of Federal Programs

# Three Main Goals

1. Understand TN academic achievement compared to other states.
2. Understand TDOE goal and strategic priorities.
3. Gain ideas on how to raise achievement in Title I schools.

**Where are we now?**

**Where are we heading?**

**How can we get there?**

# Tennessee lags the region and nation in key metrics

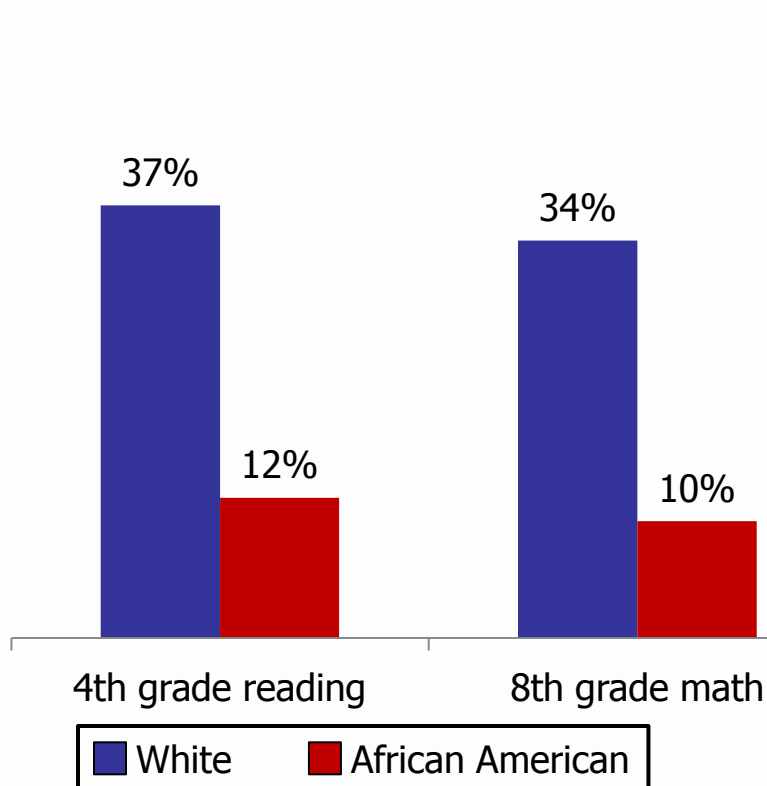
Subject/ Grade Level	Tennessee's % Proficient	National Rank	Southeast Rank
4 <sup>th</sup> Grade Reading	26%	41 <sup>st</sup>	8 <sup>th</sup> of 10
4 <sup>th</sup> Grade Math	30%	46 <sup>th</sup>	8 <sup>th</sup> of 10
8 <sup>th</sup> Grade Reading	27%	41 <sup>st</sup>	7 <sup>th</sup> of 10
8 <sup>th</sup> Grade Math	24%	45 <sup>th</sup>	7 <sup>th</sup> of 10



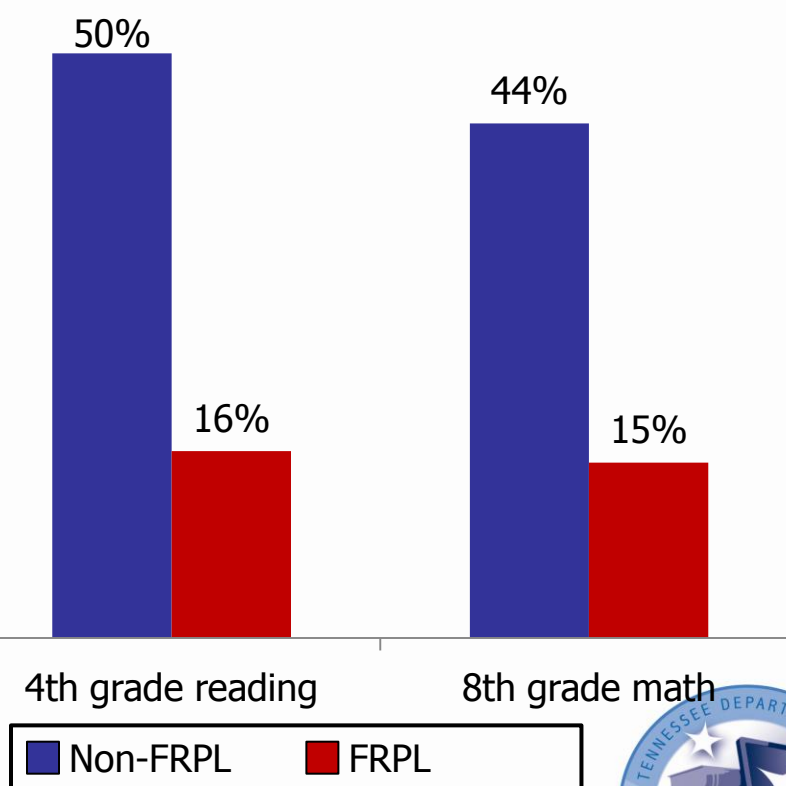
# Compounding overall low academic results, a stark racial and socioeconomic achievement gap exists

2011 NAEP Scores (% proficient or advanced)

Gap between African American and White students



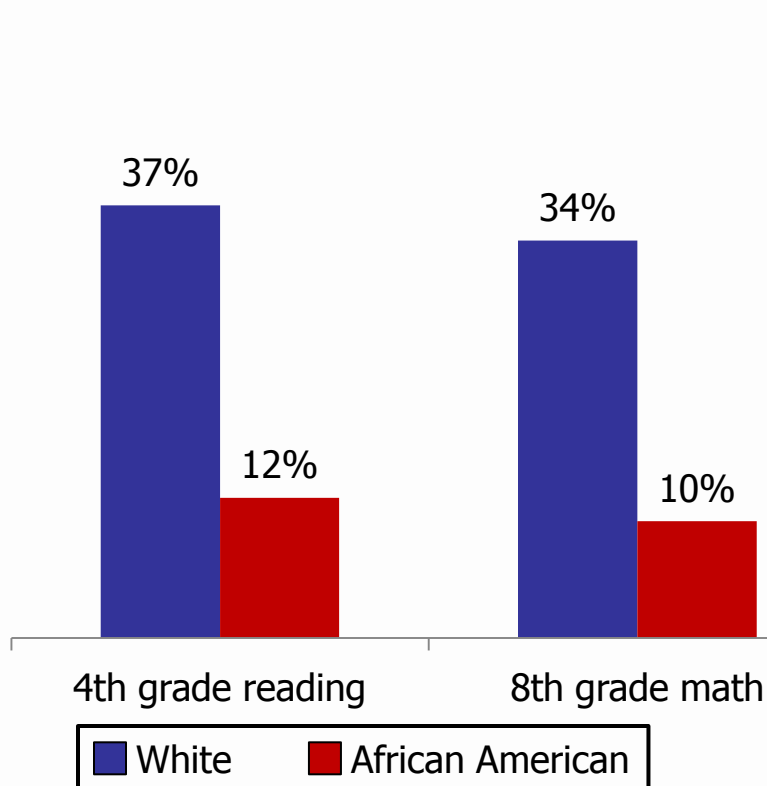
Gap between free/reduced price lunch and non-FRPL students



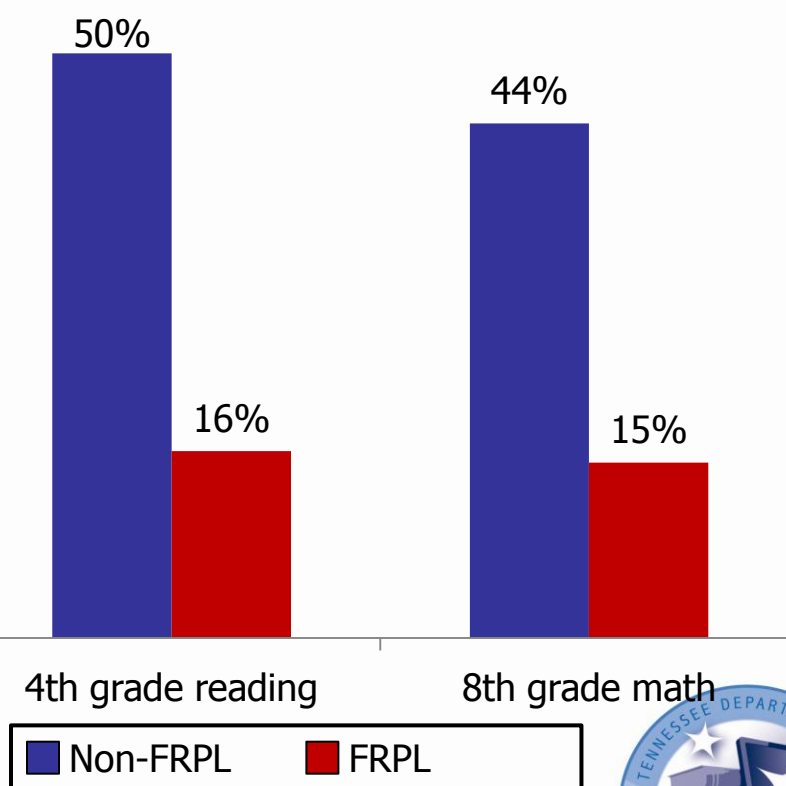
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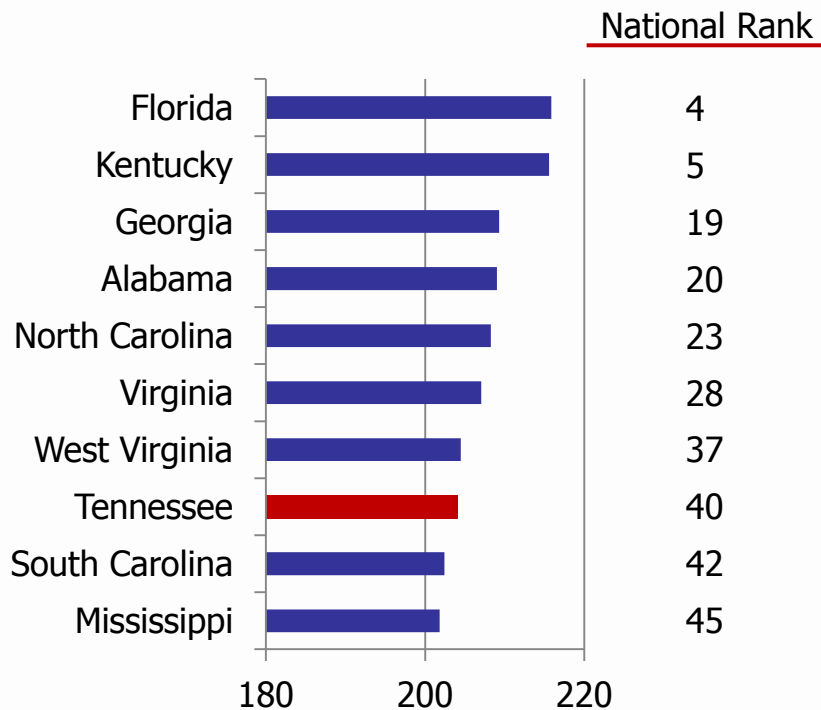
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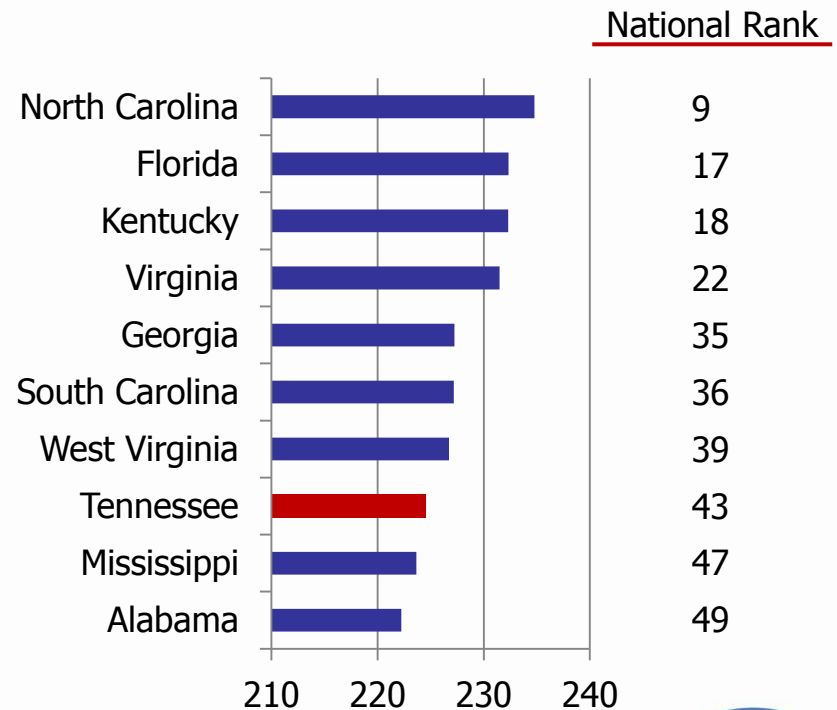
# This does not need to be the case: low-income students in other states are achieving more ...

## 2011 4<sup>th</sup> grade NAEP scores for free/reduced price lunch students

### Reading

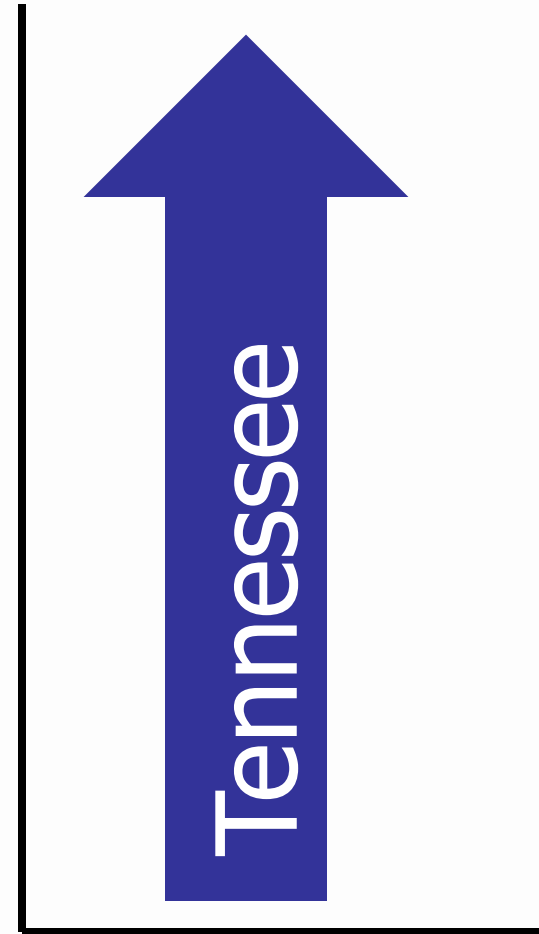


### Math



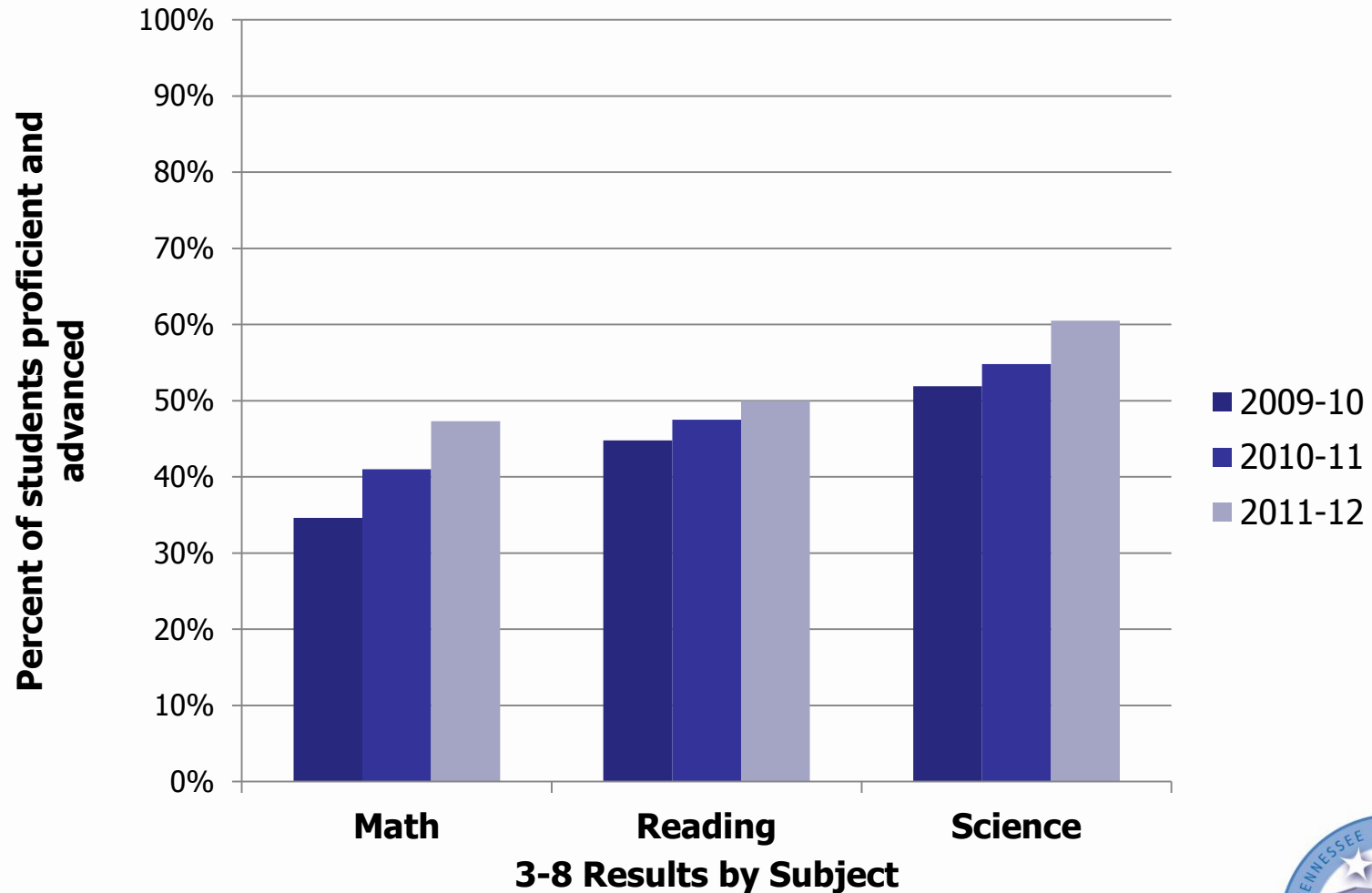
# We aim to be the national leader in growth in student achievement

By **2015**, we seek to be the **fastest improving** state in the nation (as measured by NAEP, ACT, and PARCC).

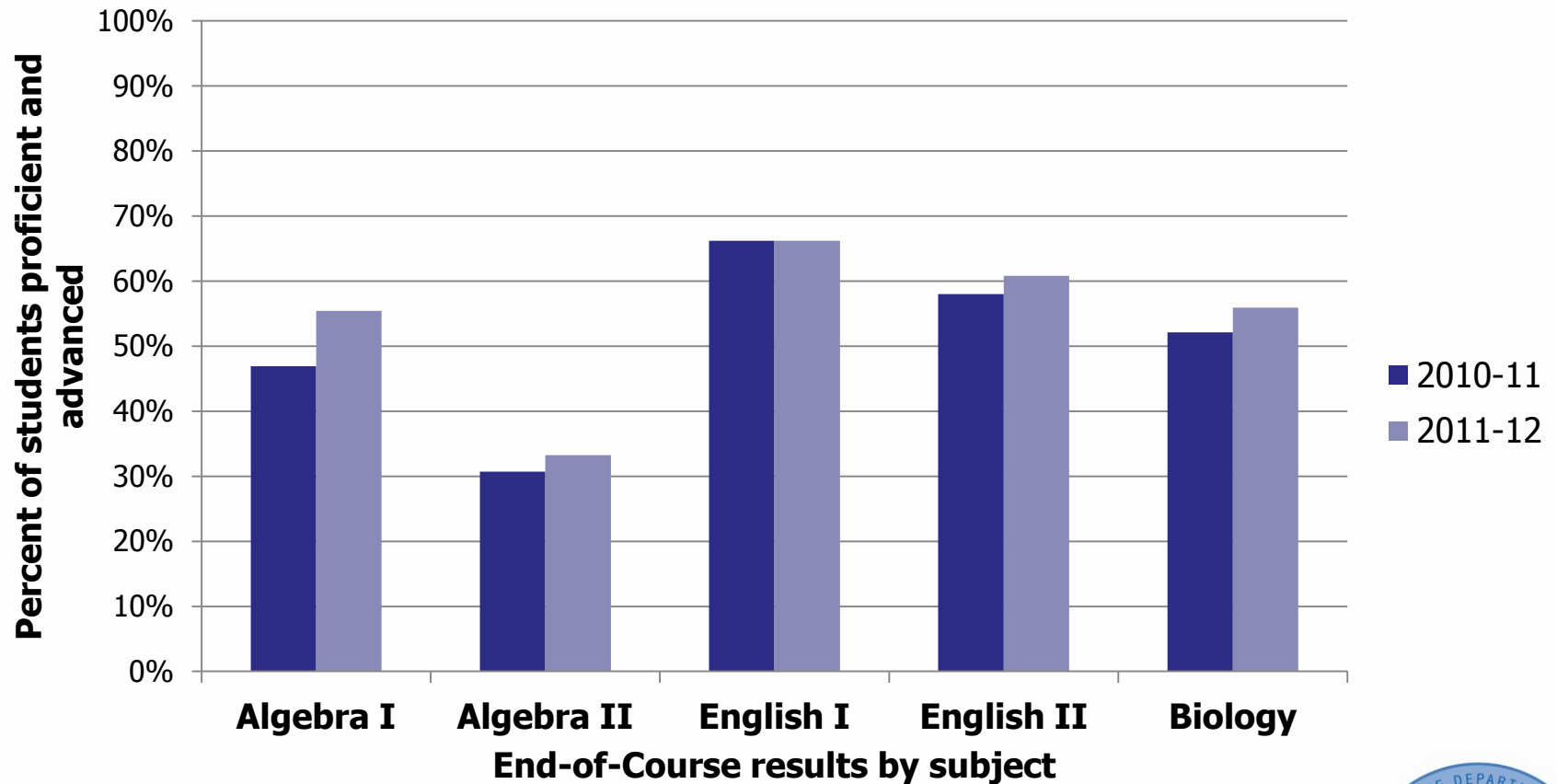




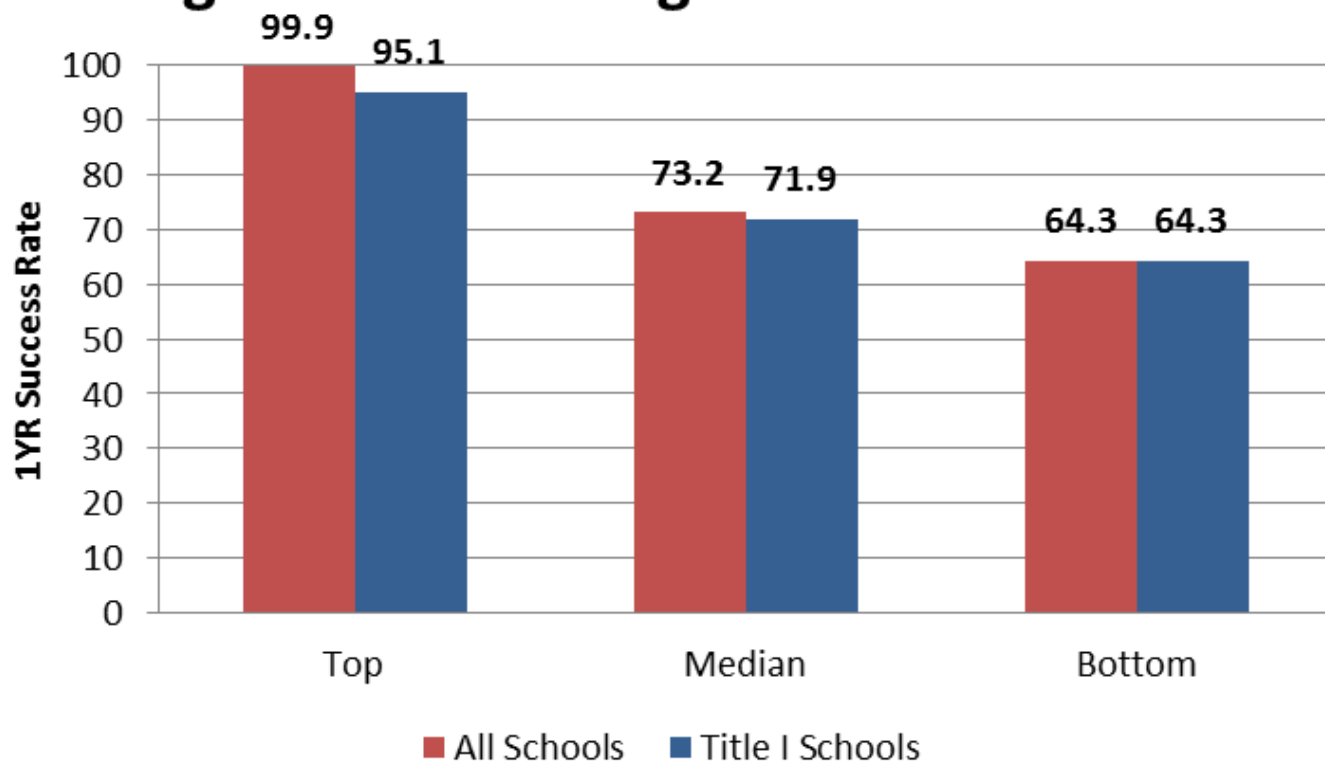
# We have seen continued growth on TCAP results over the past two years



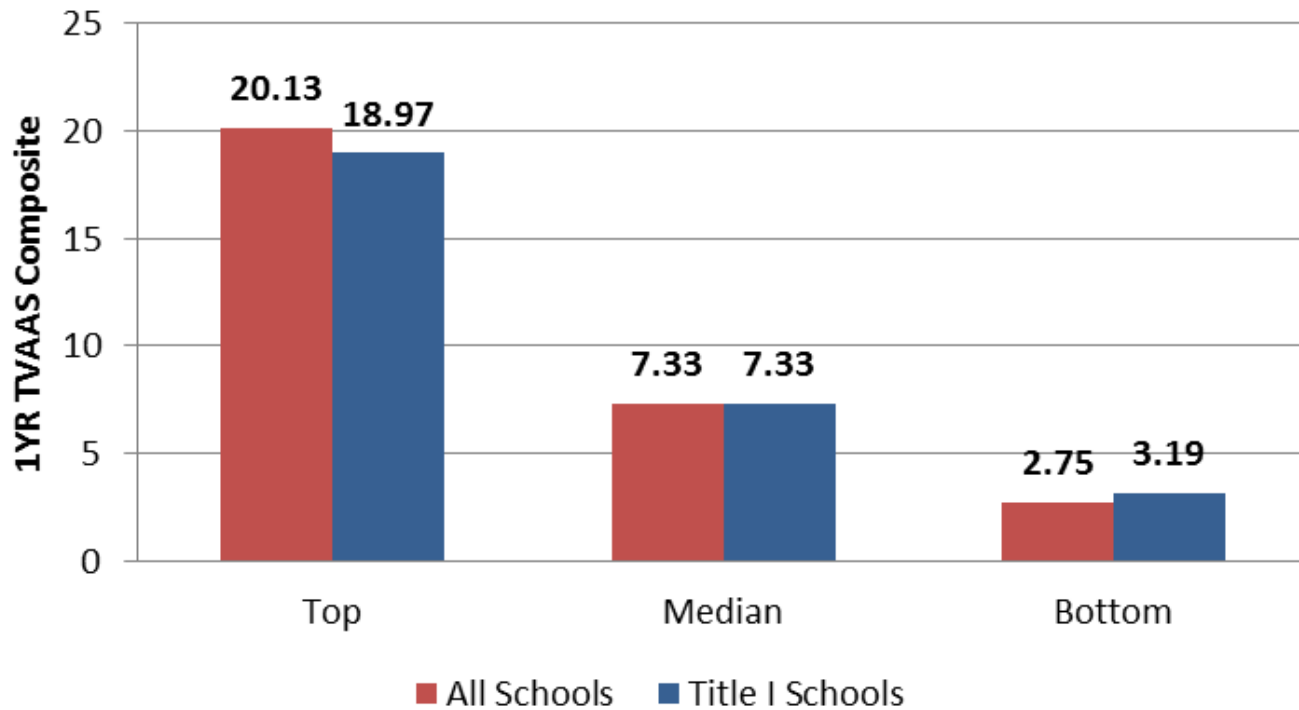
# We have also seen improvement on most high school end of course tests



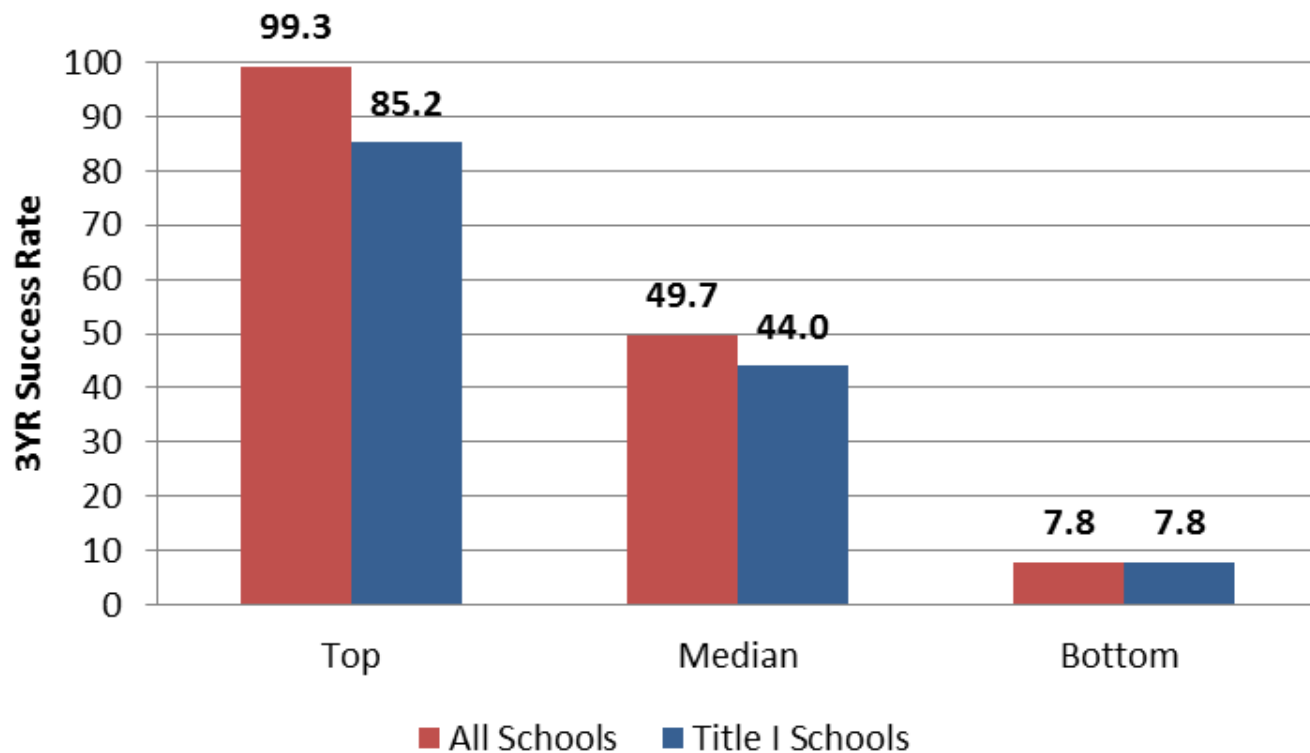
## Highest Performing - Reward Schools



## Highest Growth - Reward Schools



## All Schools & Title I Schools



# Small Group Discussion

Select a note taker and share one suggestion.

- How can we raise achievement in Title I schools?
- What supports are needed for you to improve in your role?



We will pursue four strategic priorities to support districts in reaching their ambitious goals

Expand kids' access  
to effective teachers  
and leaders

Expand families'  
access to  
good schools

Expand educators'  
access to resources  
and best practices

Expand public  
access to information  
and data

Effective state agency  
that serves as a delivery  
system to districts



Policies that remove  
bureaucracy and  
unleash innovation



Ethos of continuous  
improvement through  
measurement at every level

# **TEAM**

## **(TN Educator Acceleration Model)**

You can sign up for updates from TEAM

Great Resource Site

<http://team-tn.org/>

Questions: [TEAM.Questions@tn.gov](mailto:TEAM.Questions@tn.gov)



# Turnaround Efforts

## Priority School Support

<http://tn.gov/education/fedprog/fpschlimprove.shtml>

or

[Rita.Fentress@tn.gov](mailto:Rita.Fentress@tn.gov)

## Focus School Support

<http://tn.gov/education/accountability/index.shtml>

or [Mike.Koprowski@tn.gov](mailto:Mike.Koprowski@tn.gov)

# Common Core State Standards

2013-14 Common Core Implementation  
Plan- Just Released

Great Resource Site

<http://www.tncore.org/>

Questions: [tncore.questions@tn.gov](mailto:tncore.questions@tn.gov)

# Data on Student Achievement

## Assessment

<http://tn.gov/education/assessment/achievement.shtml>

[http://tn.gov/education/data\\_release.shtml](http://tn.gov/education/data_release.shtml)

## TVAAS and Relation to TEAM

Restricted Site: <https://tvaas.sas.com/>

## Report Card

<http://www.tn.gov/education/reportcard/>

# **What is the role of Elementary and Secondary Act (ESEA) in improving academic achievement?**



## 1965 – *The First Title I*

Sitting next to his first teacher, President Johnson signs the Elementary and Secondary Education Act of 1965 on April 11, 1965.



# Purpose of Title I

Title I, Part A provides federal dollars to help **supplement** educational opportunities for children who live in high poverty areas who are most at risk of failing to meet state's challenging achievement standards.

# Poverty is NOT a limiting factor

- TN schools prove that students from low income homes can have high academic achievement.
- This doesn't negate the challenges of poverty and need for resources.
- We have to continue to find ways to share the effective strategies for students in poverty.



[TN.GOV/Education](http://TN.GOV/Education)

[FACEBOOK.COM/TennesseeEducation](https://FACEBOOK.COM/TennesseeEducation)

[TWITTER:@TNedu](https://TWITTER:@TNedu)